

California State University, San Bernardino

CSUSB ScholarWorks

Theses Digitization Project

John M. Pfau Library

2007

Broadcast news production in the classroom as a student mediation for bilingual and cross-cultural education

Kristina Fabricius

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd-project>



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#)

Recommended Citation

Fabricius, Kristina, "Broadcast news production in the classroom as a student mediation for bilingual and cross-cultural education" (2007). *Theses Digitization Project*. 3134.
<https://scholarworks.lib.csusb.edu/etd-project/3134>

This Project is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

BROADCAST NEWS PRODUCTION IN THE CLASSROOM AS A
STUDENT MEDIATION FOR BILINGUAL AND
CROSS-CULTURAL EDUCATION

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Bilingual/Cross-Cultural Education

by
Kristina Fabricius

June 2007

BROADCAST NEWS PRODUCTION IN THE CLASSROOM AS A
STUDENT MEDIATION FOR BILINGUAL AND
CROSS-CULTURAL EDUCATION

A Project
Presented to the
Faculty of
California State University,
San Bernardino

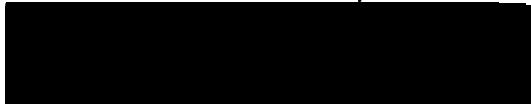
by
Kristina Fabricius
June 2007

Approved by:



Dr. Barbara Flores, First Reader

6/5/07
Date



Dr. Enrique Murillo, Jr., Second Reader

ABSTRACT

"Broadcast News Production in the Classroom as a Student Mediation for Bilingual Education" describes a curricular design to meet interactive literacy projects for the K-12 Bilingual Education classroom. The author has designed or adapted mediation structures for use to implement "Broadcast News Production" in the classroom specifically for Bilingual and Cross-cultural Education. The study is theoretical and based on research.

The theoretical perspective of this research study is supported by the theoretical views of socio-cultural language education theorists Lev Vygotsky and Charles Herbert. Both theorists define procedural learning for language and literacy as a socialization experience which allows students to peer teach and learn within a protected, structured environment with a teacher who mediates the learning environment through a variety of teaching techniques.

The author describes the program in the context of teacher and student responsibilities and includes ready to use mediation structures. The literature review develops the historic and available technology for video broadcast production development, although technology isn't

necessary to begin a "Broadcast News Production" program in the classroom.

The teacher prepares the classroom environment and helps students organize their activities by teaching them how to use the mediation structures. The students work in teams to research a news worthy topic. Then they collaborate on writing the script. One team translates the script into English and the other team writes the "storyboard" to coordinate the delivery of the report either live or video taped. The activities are independent and shared, and are easy for the teacher to monitor. A "Production Steps Checklist" helps students keep their teams on task. Students also develop industry specific vocabulary by keeping a log of words and definitions.

The author also describes Bilingual Education in the context of what the legal expectations are and how this project meets the needs of theorists, teachers and students.

TABLE OF CONTENTS

ABSTRACT	iii
CHAPTER ONE: INTRODUCTION TO THE PROJECT	1
Purpose of the Project	3
Scope of the Project	5
Significance of the Project	6
Limitations of the Project	8
Definition of the Terminology	10
CHAPTER TWO: REVIEW OF LITERATURE	
Historic Use of Technology in the Classroom	15
The Two Categories of Broadcast News Literature	17
Minicosm of Broadcast News Curriculum	17
Minicosm of Broadcast News-Writing	18
Macrocosm of News Curriculum	19
Bilingual Education	21
CHAPTER THREE: DESIGN OF CURRICULAR COMPONENTS FOR CLASSROOM NEWS BROADCASTING	25
Teacher Responsibilities	26
Student Responsibilities	32
A Word about Ethics	39
CHAPTER FOUR: SUMMARY	41
Implications	43
Recommendations	44
APPENDIX A: MAP OF CLASSROOM WITH STUDY AREAS ADAPTED FROM CHARLES HERBERT	46

APPENDIX B: DIAGRAM OF NEWS PRODUCTION GROUPS AND TEAMS	48
APPENDIX C: MEDIATION STRUCTURE: KINDERGARTEN THROUGH 5TH GRADE STORY WHEEL	50
APPENDIX D: MEDIATION STRUCTURE; KINDERGARTEN THROUGH GRADE 5 CURRENT EVENTS CURRICULUM WHEEL	52
APPENDIX E: MEDIATION STRUCTURE; GRADES K-12 "GENERIC FOUR PARAGRAPH SCRIPT ROUGH DRAFT"	54
APPENDIX F: MEDIATION STRUCTURE; GRADES K-12 "GENERIC FINAL COPY STORYBOARD SCRIPT"	56
APPENDIX G: MEDIATION STRUCTURE; GRADES 6-12 SECONDARY EDUCATION COVERSHEET RUBRIC	58
APPENDIX H: SECONDARY EDUCATION "FEATURE STORY DEVELOPMENT TREE"	60
APPENDIX I: MEDIATION STRUCTURE: "VOCABULARY DEFINITION" FOR BILINGUAL EDUCATION	62
APPENDIX J: VOCABULARY WORD WALL POSTER DIAGRAM	64
APPENDIX K: BROADCAST NEWS "PRODUCTION STEPS CHECKLIST"	66
REFERENCES	68

CHAPTER ONE

INTRODUCTION TO THE PROJECT

This Bilingual and Cross-cultural education project is theoretical and based on research. It is a study about using "Broadcast News Production" in the classroom as a student mediation for Bilingual and Cross-cultural education. The theoretical perspective of this research study is supported by the theoretical views of socio-cultural language education theorists Lev Vygotsky and Charles Herbert. Both theorists define procedural learning for language and literacy as a socialization experience which allows students to peer teach and learn, and reciprocal learn and teach together within a protected, structured environment with a teacher who mediates the learning environment through a variety of teaching techniques.

The literature review develops information about Bilingual Education, historic aspects of telecommunications in education and both a macrocosm and a minicosm of Broadcast News and Broadcast News-writing as curriculum for education within the United States. The telecommunications macrocosm is about the development of technology and the politics that govern the organization

of the telecommunications industry. The telecommunications minicosm describes school district and classroom level use of telecommunications technology. I researched the use of "News Broadcast" as a mediated structure for Bilingual Education. I didn't find professional Journal articles for "Broadcast News Production" for language and literacy in the classroom, so I had to look at all literature about telecommunications technology for education and included magazines, curricular textbooks and published literature.

Based on the work of Alex Kozulin (2004) about Lev Vygotsky; the work of Charles Herbert (1973), the work of Brian Berg (1996), and the work of Frederick Shook (1996), Dan Lattimore (1996), and James Redmond (1996), and the instruction of Dr. Barbara Flores, Program Co-ordinator for Bilingual and Cross-cultural Studies for California State University at San Bernardino, California; I was able to develop curriculum mediation structures to use in the Bilingual Education classroom for "Broadcast News Production" at both elementary school and secondary school grade levels. The project uses existing curriculum as a basis to develop reportable research information.

Purpose of the Project

Bilingual education is mandated by Title VI of the 1965 United States of America Federal Constitution Elementary and Secondary Education Act (ESEA) (Lessow-Hurley, 2000). The ESEA legislation began as a result of the 1964 Civil Rights Act to guarantee all citizens equal opportunity to the same education taught in all public schools in the United States of America. The State of California Federal district courts, through the 1973 Lau vs. The State of California decision, further defined the ESEA to mandate instruction in the student's primary language.

As a result of ESEA there have been many programs developed to meet the needs of English language learners. Some programs like "Dual Language Instruction" choose to maintain the primary language for instruction and offer instruction in both English and another language. Other programs choose to transition to English giving the student three to five years to be able to mainstream into all English classes. Immersion programs don't offer any primary language instruction; the student is immersed in all English language classes right away. Some of the terminology used refers to English Language Development

(ELD), English Language Learner (ELL), and English as a second Language (ESL).

The ESEA has evolved into the current No Child Left Behind Act (NCLB) (2002), which designates Bilingual Education guidelines through Title III of NCLB (Crawford, 2004). NCLB requires public school districts to provide education for non English speakers. The school districts are at liberty to select the types of programs that they want to implement, but each State's school districts are required to monitor progress and comply with fulfillment of the designation that all students be English language proficient. NCLB Title III states that if the school district doesn't comply with NCLB English language progress standards, then the teachers and administration are replaced and the State can take over the school from the local school district and be administered by the State until it meets the Federal mandates of NCLB. Such schools that receive NCLB Federal funding are referred to as Title I schools.

My rationale for development of the newscast report project is to substantiate an activity that engages ELD, ESL, ELL, Second Language Learners (SLL) and Foreign Language Learners (FLL) to collaborate on the production of a research project. The collaborative socialization for

second language learning idea is supported by theorist Lev Vygotsky (Kozulin, 2004) who theorized:

"the development of the child's higher mental processes depend on the presence of mediating agents in the child's interaction with the environment...Vygotsky researched...two types of mediation - mediation through another human being and mediation in a form of organized learning activity." (Kozulin, 2004)

Vygotsky also theorized a "radical" (education) "reorientation from individualistic to a socio-cultural perspective" through the sharing and use of mediation tools. (Kozulin, 2004)

Scope of the Project

I selected the Broadcast News procedure because it lends itself to the socialization of language. It is a procedure that teachers can use to augment their existing bilingual education programs. The procedure mixes informal and formal language acquisition by developing vocabulary and providing independent study literacy exercises (Baker, 2003). It requires student team communication through research, literacy exercises, and shared presentation production skills.

While informal second language acquisition takes place, students practice using technology to produce a successful report. Students share independent activities such as research and vocabulary exercises. The results of each production effort provide students with self-reflection about a shared production activity, language use and progress. In the case of video recorded "News Broadcasting", the students have a sample of work to reflect and share with group and team members.

Significance of the Project

"Broadcast News Production" is a procedure that any teacher of bilingual education can begin using with any curriculum that requires research and report writing. It should be used to augment research and writing, but not replace it. The reason is that when the student is storyboarding the script, the final script is never enough writing to teach written literacy of the language.

The scripting procedure enables the student to create visual presentation of information, write in their own language and then translate the data into a script written in the English language and delivered in the English language. The socialization is a "mediational" literacy procedure and the importance of "Broadcast News

Production" stems from informal communication that demands correct usage of vocabulary between collaborating students. So all levels of ELD, ELL and ESL students can learn from the "Broadcast News Production" procedures. Vygotsky's theoretical framework defines this type of mediational experience as moving through "zones of development". The student begins at a "Zone of Actual Development" (ZAD) already possessing language vocabulary and technical skills. Then, by using the mediation structures in a socialized setting, the student moves through the "Zone of Proximal Development" (ZPD), learning what comes next within the context of their own technical and language ability. When the student has appropriated the knowledge, it can be said that they have reached the new stage of "Zone of Actual Development" and are ready to mediate through the ZPD again. The ZPD cycle is a definition for what language learning is (Kozulin, 2004).

Another significant aspect of teaching rudimentary "Broadcast News Production" skills at elementary school is that, once elementary scholars reach secondary school, students are better prepared to participate in the on campus Journalism programs that are given daily on the television. With this project, the "Broadcast News Production" programs available at secondary campuses are

now available to the many "bilingual education" students who many times feel alienated by on campus recreation and extra curricular activities such as sports, on campus pep rallies and PTA sponsored organization activities. Developing a "news beat" helps students go to the location and develop first hand technical knowledge.

Limitations of the Project

There is abundant information about Bilingual Education and there is abundant information about Broadcast News Production and telecommunications for education, but there is no information about Broadcast News Production in the classroom as a mediational pedagogy for Bilingual Education. So, development of this curriculum was a matter of organizing existing theory and methodology into a socialization of literacy as described by Lev Vygotsky (Kozulin, 2004) and Charles Herbert (Herbert, 1973).

The Berg (1996) manual provided ready lesson plans for classroom video production for all types of curriculum, but it didn't have a focus on providing Bilingual Education mediation tools. However, the lesson plans could all be adapted for Bilingual Education by teachers for their bilingual education class. It was the

only manual that I found that was written specifically for elementary students and video production.

The development of technology has changed much of the way classrooms work. Pragmatics is based on available and developing technology. I began focusing on video production exclusively but changed my mind about using video for a couple of reasons. It is cumbersome and takes time to organize.

Teachers begin helping students develop reports about Citizenship and Social Studies research into "News Report" format. Teachers don't need technology to begin using my Bilingual Education project mediation structures. The students give their scripted report using a presentation desk and "News Reporter" costume. They augment the presentation using a microphone. For video production, the technology requires the teacher to become proficient with the microphone, camcorder and software to edit the finished report, or teachers need to educate students about how to use the software. But if the teacher is technology literate, then the students will greatly benefit from "Broadcast News Production".

Kindergarten and First Graders fill out the mediation structures with drawings and scribble writing, but they might find it difficult to give the report. It depends on

teacher modeling behavior and presentation, assessment and the student. However, the mediation structures are ready for Kindergarten and First grade levels to select what they want to report. Maybe they learned something in Math that they would like to "report" using the microphone. If the teacher models the procedure and lets each student practice using the microphone, the students learn really fast. They fill out their mediation structures and read their report to the class.

Using the "Broadcast News" procedure is dependent on the teacher and the grade level that is implementing the "Broadcast News" procedure. Having a television at home and watching the news everyday also helps orient the student to proper presentation styles, so the teacher has a lot of ready modeling done outside the classroom.

Definition of the Terminology

Bilingual Education. Defined by ESEA and NCLB, bilingual education provides English language instruction to non-English speaking students enrolled in public schools throughout the United States of America. A variety of programs are offered by school districts nation wide.

ELD. English Language Development

ELL. English Language Learner

ESL. English as a Second Language

Broadcast News Production. Research data organized and delivered to an audience using vocal speech, a microphone and delivered live or video taped with a video camera.

Delivery. Vocal speech that directs written script toward an audience, or a microphone and audience.

Minicosm. Minicosm is my own word that I use to replace the word "microcosm". I really want to say "small world" and I prefer to pair the word mini with cosm rather than pair tiny, small or micro with cosm, even though microcosm is the traditional word. These days, the word "micro" tends to be associated with "microwave" which has to do with the Science of Physics microwaves and Science of Astronomy tool conelrad radar. We live in a sea of "micro" this and "micro" that; so within this context, we will refer to a "small world" as a "minicosm".

News Production Folders. These folders stay in the same place and are never kept at the student's desk or any other area. There are three types of folders: blank materials folders, student folders and finished student production folders. Each folder is labeled

and kept at the appropriate file holder in the independent "writing" study area.

1. Production Folder. A simple folder that holds "working" mediation structures that students are filling out for their current project. These are kept in a file holder at the independent "writing" study area and are easily accessible to students.
2. Blank News Report Forms Folder. Posted either in an open file holder or tacked on the wall, at the independent "writing" study area. Easily accessible to students. Clearly marked for "Story Wheel" and "Final Copy Script".
3. Finished News Productions Folder. Posted in an open file holder at the independent "writing" study area. Easily accessible to students.

Mediation Structures. These are blank paper forms that students write data on. There are two styles and four types. The two styles are developed for elementary school students and secondary school grade levels. The four types of forms are: "News Report Rubric", "Story Wheel", "4 Paragraph detail" and "Final Copy Script".

1. News Report Rubric. Junior High School and High School production project coversheet.
2. Story Wheel. Elementary school primary data research mediation structure.
3. Four Paragraph detail. Elementary School and Secondary School script "rough draft" mediation structure.
4. Final Copy Storyboard Script. Elementary School and Secondary School final script that will be read during the news presentation. This is a two column mediation structure where the student draws the scene in the left column and writes the script in the right column. The storyboard illustration in the left column shows locations of and styles of video presentation and shows the required changes and transitions of video footage. It also shows how two speakers will share script during live performance and shows how additional materials will be displayed for the classroom students during the news report presentation.

ZAD. Zone of actual development. (Kozulin.2004) ZAD means that the student has learned something within the context of something else, has increased their store

of knowledge and are ready to learn the next fact or lesson.

ZPD. Zone of proximal development. (Kozulin.2004) ZPD happens when the student moves through the mediational learning procedure on their way to reach ZAD. ZPD isn't something that is used to monitor learning, rather it is something that takes place with the student because of teacher planning mediation. So, the teacher can identify ZPD, but the teacher isn't a part of ZPD outside of planning or being the mediational agent for the student. ZPD belongs to the student.

CHAPTER TWO

REVIEW OF LITERATURE

The results of the literature review presented the historical perspective of telecommunications in the classroom, the minicosm and macrocosm of the use of radio, television and news broadcast in education and then to explain the use of news broadcast as a mediation for biliteracy development in bilingual education. I also included research for Bilingual Education theory and program development to support this project perspective because there is a dearth of literature for "Broadcast News Production as a mediation structure for Bilingual Education".

Historic Use of Technology in the Classroom

The early 1960s video for education technology used audiocassettes and magnetic audio/video cassettes in "on campus" classrooms referred to as language laboratories. The technology had evolved from earlier radio broadcast which had evolved into documentaries for film and home television format. There were two types of presentations available. Second language learning was presented in the form of audiotapes that presented dual language dialog. Cross-cultural studies were presented in the form of

audiovisual cassettes that contained travel and historical reports and other types of curriculum. The teachers could show the reports in the classroom or students could view the reports at audiovisual laboratories or libraries.

As digital technology developed during the 1970s, the video camcorders and computer became available for education. Loeterman and Kelly (1997) detail how students have used text to caption a newscast report that they edited using "specially designed captioning software". The seventh grade students watched a pre-recorded news story on the TV. They stopped the report during the viewing to discuss what they didn't understand, then they wrote a summary of events and added their own text to the news story using the captioning software. That was a very good idea.

Creekside Elementary School in Poway Unified School District (PUSD) in San Diego developed a new course titled Video Production (Eperling, 2003). This is similar to many programs available to school districts statewide that have managed to create excitement about education by engaging students in newscast style projects. Joe Eperling is a Special Assignments Teacher for PUSD. Eperling (2003) outlines how the school needed to purchase low cost video production equipment such as "VCR, audio mixer,

microphone, video camera, coax cable and a few RCA-type video/audio cables, video mixer, DV camera, digital VCR and a 13" TV. The instructors then divided the production work into segments of activity. They assigned teams different pre- production and post-production work assignments such as scriptwriters, interviewer, video controller, digital editor, etc. This article is where I got the idea to divide students into production teams, and "chunk" the assignment workload.

The Two Categories of Broadcast News Literature

There are two categories of information that explain the development and use of Newscast and Video Newscast Journalism for Education in the classroom. The two categories are:

1. Broadcast News Curriculum
2. Broadcast News-writing

Minicosm of Broadcast News Curriculum

Broadcast News Curriculum literature detailed textbooks for secondary and college level courses. "The Broadcast News Process" was my own college television production class textbook (Shook, Lattimore, Redmond, 1996). It is concise but details everything about producing a "Broadcast News" program at a commercial

studio. It contains vocabulary lists and mediation structures for the classroom. "Professional Broadcast Announcing" detailed types of announcing genre and gives tips about presentation skills (Dudek, 1982).

The only textbook that I found for elementary grades was the Bryan Berg's "Classroom Close-ups"(1996). It was very complete and had video lesson plans for every elementary grade curriculum. There weren't any Bilingual Education lesson plans, but many of the lesson plans could easily be adapted by Bilingual Education teachers for their classrooms.

Costello and Gordon (1961) outline technology, administration and production details for implementing a telecommunications curriculum in a school setting. Although it was published before the satellite systems were fully developed, the technology was sufficient to rival most basic present day production projects. It was written for campuses with a video production laboratory.

Minicosm of Broadcast News-Writing

Broadcast News-writing literature detailed how to develop news script. Some of the literature was over 20 years old and the types of technology detailed such as

filmstrips and microfiche aren't used anymore, but the basics of news writing was the same.

Swain (1981) details how to organize a broad type of scripting templates and production methods for various media such as filmstrips, slide shows, in-house video, and has a good selection of script templates. He also defines how production "ideas" are different than "concepts" and suggests not to mix them up when script writing.

Production procedures are outlined into two areas: "parts and procedures" and then putting the "principles" together and making them work. Garvey (1982) details script writing for many types of genre for television production. His book gives a broad view of production rather than limiting script to news production.

Macrocosm of News Curriculum

The macrocosm area of Broadcast News Curriculum details the larger government organization of telecommunications industry that very few citizens actually get to see. We only receive the results of political activity such as management of new technology as it is revealed in the marketplace. Gross (1983) describes telecommunications in the context of an evolving industry with programming and technology being influenced by the

evolvment of technology. She explains how the cable and satellite have revolutionized the industry from the early days of radio production. Modern technologies are what our schools are installing in classrooms across the country and part of the technology that teachers and students have available daily are computers. They may or may not be used to develop classroom projects, but they influence local and national public school district policy decision-making and they affect how our children are actually being influenced and educated. Gross (1983) also describes the production of Broadcast News, advertising and entertainment programming within the historical evolution of these industries.

Amatuzzi (1983) completed a literature review about teaching with television in the classroom and explains that television is "not merely a "revolution" but a "cataclysm", referring to the eventual takeover of human employment opportunities by machines.

"Fiesta" was the only cross-cultural television production literature I found. The literature explores the production of minority television programming and defines areas of research, production and ethics rationale, ongoing audience assessment and final research results. This study was conducted by students at the University of

Arizona and supported by the Ford Foundation (Marshall, Eiselein, Duncan, & Bogarin, 1992). It has a perspective about how minority communities respond to media organized for their benefit.

The best example of macrocosm news-writing is described by focusing on newspaper writers and editors. Short and Dickerson (1980) explain how to use the newspaper in the classroom to teach news writing principles. It offers short one paragraph mini lesson plans that can be adapted by teachers of bilingual education. Sanderson (1999) details how to use newspaper to teach literacy skills. Another good suggestion was how to correlate the story with the photograph which is specific to developing the Broadcast News storyboard.

Bilingual Education

Bilingual education is fostered by increased opportunities for socialized independence structured by the teacher to support student pedagogy. "Small group organization of the classroom allows for bilingualism and biculturalism to flourish through the interchange of ideas and feelings among the students" (Herbert, 1973). To increase in "communicative competence includes the ability to use a language in appropriate ways in various social

contexts" (Lessow-Hurley, 2000). "specially designed academic instruction in English (SDAIE)...combines second language instruction with content instruction" (Lessow-Hurley, 2000). These phrases all define the socialization of Bilingual Education learning. They are the result of many reflective theorists and reflective teachers. But they aren't the only theory that foster evolution of Bilingual Education.

Bilingual education has been rehashed many times over, but because of the ESEA Title VII and NCLB legislation in the United States (Crawford, 2003), diversity of definitions for and about Bilingual Education have increased our vocabulary and understanding of biliteracy and Bilingual Education. Published research about oral language, literacy and academic achievement; filled with tables of data and future prospects for Bilingual Education, make room for extended research. Most of the problems with Bilingual Education programs stem from an inability to define one single approach to teaching English in a biliterate classroom. Differences in language, culture, and literacy of the students; differing approaches to philosophies of teaching and identifying what is necessary to teach, and renewed political changes to ESEA Title VII and NCLB, make predicting the future of

Bilingual Education difficult to define (Genesee, Lindholm-Lear, Saunders, & Christian, 2006).

One of the biggest problems for teaching in a biliterate urban area is that of multi-linguistics of mixed cultures learning English. The children begin using non-standard English in the classroom. The teacher needs to be able to speak and understand the syntax and semantics of the primary language, because the language learners tend to structure syntax of the language in the "Constructivist" method (Peregoy, Boyle, 2005). That is, the ELD student will begin to structure the second language, using the syntactic arrangement of the primary language. When speaking English, the syntax needs to be corrected with the linguistic rule being reinforced. And non-standard English needs to be identified and corrected according to School District policy.

During the "Broadcast News Production" procedure, peers who know English can help the student restructure the syntax during scriptwriting and script delivery. "Comprehensible input and social interaction" skills include "paraphrasing, repetition of key points, reference to concrete materials, acting out meanings" (Peregoy, Boyle, 2005). And, after school, listening to television newscasters model English language usage, without using

non-standard English, helps the student develop their "ear" for the language when they become engaged with the experience of script delivery being something that they can do too.

CHAPTER THREE

DESIGN OF CURRICULAR COMPONENTS FOR CLASSROOM NEWS BROADCASTING

There are several basic curricular News Broadcasting classroom components. These basic news reporting strategies include how to develop a "news-beat" and define the data using questions and answering: who, what, where, when, how and why. The news report is then written, revised, edited and finally scripted onto a storyboard for final copy; then it is video recorded or given as a live presentation at a studio, on the radio or television by a production crew (Shook, Lattimore, Redmond, 1996).

This project results in an increased socialization of language and ability to self assess biliteracy progress with peers. It is an incredibly engaging experience to work with a production crew and evolve two or more languages in a cross-cultural socialized setting. I learned to speak and become a thinker of my second language in such a cross-cultural setting. It increased my self confidence to work with my peers who helped correct my diction whenever it was necessary.

The key components for classroom Broadcast News Production depend on classroom structuring for independent

study and available technology. Even though technology is desirable, technology isn't necessary for "Broadcast News Production" to be successful as a "Bilingual Education" biliteracy tool. Live presentations are a matter of promoting the special event, such as Friday afternoons for example, and students can read their script directly to a student audience. Additional technology that make the production more exciting are reporters that use a logo, a microphone with good speakers, a costume Jacket, a digital camera and slide viewer to show "on location" photographs, or a video camera to record and show news reporters "on location" or just delivering their script in the classroom at the "news desk". For the teacher, the key to engaging the bilingual student's perspective about research projects is to change the routine research report perspective to a "news report" perspective.

Teacher Responsibilities

The production activity is dependent on structuring the classroom for independent study (Herbert, 1973). The study areas are a behavioral mechanism with each area used to complete a specific project task. The teacher organizes the classroom into independent study areas that define biliteracy development (Appendix A). Dr. Herbert (1973)

has defined separate study areas in the bilingual classroom for Reading, Writing, Listening (audio tape books), Computer area, Social Studies, Science and Art curriculums. I adapted one of his "classroom maps" to include a classroom Theater Arts style "studio".

The teacher needs to stock supplies: mediation structures at the writing center and optional technology at the classroom "studio" location and software at computer area. There are three types of "Mediated Structure Folders":

1. Mediation structures in the "Blank News Report Forms Folder": the following mediation structures need to be stapled into packets or left loose leafed in an open file readily available to students.

- A. For K-5, there needs to be a single two sided paper copy with "Story Wheel" (Appendix C) on side one and the "Four Paragraph detail" (Appendix E) copied on side two. The "Story Wheel" copy needs to be stapled to a two-sided "Final Copy Storyboard Script" (Appendix F). Students will probably use more than one, two sided "Storyboard Script" copy and that is why

loose leaf copies need to be available. The teacher can use the "Kindergarten through Grade 5 Current Events Curriculum Wheel" (Appendix D) to help students select a news topic, or just use it as a brainstorming tool to assign one.

B. Secondary grades can use the same K-5 "Story Wheel" packet, but I provided a Curriculum Rubric (Appendix G) for brainstorming topics. The rubric can be stapled to a two-sided "Four Paragraph detail" (Appendix E) and a two sided "Final Copy Storyboard Script" (Appendix F) to complete the three page Secondary Education packet.

C. Blank "Production Checklists". (Appendix K)

2. There are two types of Mediation Structure folders for students: one for "working" assignments and one for "finished" assignments. Both folders need their own file holders which are placed accessible to students. (File holders can be as simple as folded construction paper, stapled and tacked to the wall; or formal metal

or plastic slot files that sit on a table or shelf.)

A. "Working" folders are assigned to each team. They are color co-ordinated and clearly labeled; for example: Team A script writers have blue folders; Team B delivery reporters have orange folders; both folders are marked with group number or names.

1. The team A scriptwriters have one packet that the entire group uses. The Team B delivery team folder has loose-leaf storyboard script copy so that the team can sketch developing location shoots or delivery scenarios.

2. Teachers can file folders in groups or teams, whichever is most manageable.

B. "Finished" folders are kept in a file accessible to students so that students can research the results of previous work.

3. Generic, practice "news scripts", copied from textbooks and left at the "studio" news desk area in a file. See reference for "The Broadcast News Process" curricular textbook or other

textbook with sample scripts. (Shook, Lattimore, Redmond, 1996)

4. Teacher should use a VHS recorder to videotape a few appropriate television "News Broadcast" shows for students to watch on the classroom television as an example of what they can model their delivery after. The teacher should tape beginner and intermediate styles that the teacher wants to see their students model. Without or with extra technology and location shoots.
5. Teacher needs to post "Production Steps" (Appendix K) checklist on wall at "Studio" area and make loose-leaf checklists available for students in the "Blank News Report Forms Folder".
6. Teacher needs to develop an appropriate "Broadcast News" vocabulary list and provide copies of Vocabulary Definitions Wordlist (Appendix I). Please refer to Broadcast News curriculum textbook references because they contain many more vocabulary words than I can list. Also post a Word Wall Poster at the

"Studio" area location. An example is located at Appendix J.

Optional technology that the teacher wants to stock are: presentation desk at the "studio" area, theater arts style "News Reporter" Jackets, microphone and speaker system, slide projector, digital camera or video camera, software for editing location shoots.

Once the classroom is organized into literacy areas, the production folders need to be placed at the writing study area and accessible to students. Then students need to practice the following activities before they can begin their first assignment.

The teacher guides students through a generic news report activity to model both script writing and storyboard activity with overhead transparencies while students practice filling blank mediated structures. After guiding students through the model activity about how to use the mediation structures, the teacher walks the class through the independent study area procedures with the folders.

Depending on grade level, students take their time to complete independent activities leisurely or on a fixed schedule. Students use the "Production Checklist" to co-ordinate their responsibilities and group meetings. The

following guidelines are the basic production activities to schedule during daily calendar:

Student Responsibilities

Beginners need to be assigned a project that they can script. Experienced students need to define a project they want to work on.

1. Students need to find their "production folder" and "production checklist" and meet with their group and form two teams: team A and team B. Team A is responsible for writing the news script. Team B is responsible for delivering the finished news script copy. (Teams switch duties when they begin the next project.)
 - a. Phase One of production: Scripting activity. (Follow "Production Steps Checklist")
 - i. Both teams work together to define the "Story Wheel" data.
 - ii. Both teams work together to write the "Four Paragraph Rough Draft".
 - iii. Both teams work together to develop a "storyboard" of news delivery. (Live delivery or taped? Stand-up or sit

down? One or two reporters? Location
shoot curriculum samples? drawings?
slides? Or video?)

- b. Phase Two of production: Co-ordinating
script and storyboard activity. (Follow
"Production Steps Checklist")
 - i. Team B goes to the production area and
practices the storyboarding techniques
using the technology to give the
presentation. They draw pictures on
the left side of their blank
storyboard script to show transitions
they want for their reporters to
deliver during the presentation.
(There should be a generic script for
beginners to practice reading out loud
or with a microphone. If the
presentation will be taped, students
take the time to practice taping short
scripted delivery while sitting and
standing.)
 - ii. Team A goes to the writing center or
to their desks to complete the final
copy script. During this time, Team A

students will be translating the final script into English. They will need to have access to bilingual dictionaries available at the Writing study area.

- c. Final Phase of production activity: Write final copy and deliver the News Broadcast. (Follow "Production Steps Checklist")
 - i. Both teams meet to co-ordinate storyboard with script. This can be complicated or easy and the teacher should expect to help students over the decision-making hurdle during this production procedure. The final script is copied from Team A's translated script; and Team B's storyboard activities are added to the left side of script copy to mark appropriate breaks such as showing slides, or curriculum samples, or reporter shifts from standing to sitting or location shoots. (etc.)
 - ii. Both teams practice delivery of script. Team B delivers, team A either

directs, co-ordinates slides or video tapes Team B's delivery.

iii. The delivery team schedules the presentation calendar date. Then the teams complete the presentation to the audience either as a live studio performance or they show their video taped news report.

iv. Students post the finished Production Folders at the "Finished Production" file.

Student groups need to access the separate areas to work on their project. For "News Broadcast Production", each group of teams needs to spend enough time at each area to accomplish some work. Teams that are working on the same activity, but different project can work together in the same area. So I suggest that activities at each area stay the same during the week, and that each day, each group be able to access a different area of the classroom for a specific time period to develop their project. The activities are: writing study area, presentation and technology area, computer technology area, listening area, reading area, art and science area and student desks for group and team collaboration.

Since each report follows the same general step by step procedure, the activity is easy for the teacher to spot check progress. The students are divided into groups of four to six students that will produce the news report. The groups divide into two teams that share project work. (Appendix B) Each team will develop research data about curriculum. Then one team will develop the written script and the other team will practice and give the "news report" presentation. The two teams switch for the next report and that gives all students opportunity to share script writing and script reporting. The final report is given using a microphone and "news reporting" desk at one of the independent work areas. The report can be video taped by students for playback on Friday afternoon or for the high school video program which airs on a daily basis.

The bilingual literacy exercise is a shared activity within the group. All students use a mediated structure to write data about an event or curriculum research. Then the news writing team will revise the data and fill out the news report script mediated structure. The news report presentation team will then read the final script to the class either live or video taped. I developed mediated structures for use at both elementary and secondary school

grades because the production abilities of the students change (Appendix C).

The development of "Broadcast News Production" involves the application of curriculum research in the classroom. The research activity, script writing and presentation are all shared literacy exercises. Each activity is structured to allow students to share literacy independently. For example, the research can be completed in any language. The script needs to be translated into English. Then the report needs to be read to the class or the video camera in English.

ELD, ELL, and ESL students are in various stages of learning the English language. It is essential that they be able to write in the language they prefer and then translate the data into English. Some students will need to write in their primary language for the research activity. That is why I developed the mediated structures to include English and Spanish because it is the most common second language in our Southern California schools, and a blank space to write the language that the student speaks if it isn't Spanish (Appendix C).

Students also develop vocabulary which is part of their weekly vocabulary list. Words that govern news production are added to formal weekly vocabulary

instruction and are part of an independent study activity. Students copy the word on a vocabulary mediation structure and look up the definition in the dictionary and write it on their mediation structure in either language. (Appendix K) Mediation structures are kept in their "production folders" at the writing study area. When students have learned the word, they can add it to a "word wall" chart (Thompkins, 2003), that should be attached to their news production study area wall (Appendix J). Secondary students should have a vocabulary journal that they keep in their production folders where they write their vocabulary words.

The elementary grades should begin reporting simple accomplishments. For example, early elementary grades report what they have learned about Math, Science and Social Studies topics such as Citizenship "Good Deeds" like memorizing their phone number or address. Fourth and Fifth graders develop Social Studies research into a news report. Secondary grades Middle School and High School develop a "news beat" and report school activities for Sports or Social Studies.

A Word about Ethics

Promoting good ethics in the classroom is easy when the teacher selects student curricular accomplishments to promote. Promoting student curricular accomplishments protects the teachers and students from being led into inexperienced decision making situations.

Tort Law (Clarkson, Miller, 2006) defines hurting others with words as slanderous or libelous statements and makes such activity illegal. Teachers and students should know that activities about name-calling or demeaning remarks are illegal and aren't allowed by school district administration. Understanding Tort Law can help the teacher make appropriate decisions about student selected "News Report" topics.

Successful "Broadcast News Production" is a combination of teacher and student responsibilities. The teacher needs to scaffold the learning environment for ZPD. Teachers teach vocabulary and biliteracy mediation structure skills to students and teachers create independent study areas to increase student biliteracy socialization. Then teachers monitor students as students work independently. Teachers guide ethics issues by understanding that Tort Law defines slander and libel "gossip" and doesn't allow it.

Students are responsible for creating their own news report. Students follow the "Production Steps Checklist" to co-ordinate team workload and stay on task. Students complete vocabulary and "Broadcast News Production" mediation structures to increase their biliteracy skills. Students follow the "production checklist" to complete their Broadcast News project.

CHAPTER FOUR

SUMMARY

Broadcast News as a mediational tool to biliteracy development and English as a Second Language is a powerful curricular innovation. It is supported by research and theoretical ideas by scholars in Bilingual Education and second language acquisition. And, it is also supported by authors who have carefully prepared literature, representative of their experience and knowledge about video production in the classroom and News Broadcast as curriculum. The cross-curricular experience of second language acquisition in a socialized setting is enhanced by the excitement of Newscast production which demands well organized production teamwork, common communication vocabulary and common production goals. During the production procedure, students help each other to develop all of these skills. All biliteracy students will find this classroom activity engaging and linguistically demanding but rewarding.

The research for Broadcast News Production in the classroom as a mediation structure brings together varied information about News production curriculum and the

supportive telecommunications industry that creates the distribution and availability of technology to the public.

The research about Bilingual Education reveals a legal framework that requires program development and revision. It also reveals a network of theorists that support the same general approach to mediation and socialization of language learning. Some current programs in the United States require the exclusive use of English, others transition from the primary language to English and yet others allow for maintenance of two or more languages throughout the primary and secondary education.

By organizing research materials, I was able to develop mediation structures for use as interactive curriculum for Bilingual Education in the form of "Broadcast News Production" in the classroom. Teachers can begin using the mediation structures for Bilingual Education that I have adapted and designed, along with the directions in this book along with access to references for support, without further training. Teachers can add the use of technology in the classroom, but it isn't required to develop "Broadcast News Production" in the classroom.

I have developed the mediation structures and described how to manage the "Broadcast News Production"

procedures by defining Teacher responsibilities and Student responsibilities. The key to managing the procedures is to prepare independent study areas in the classroom. I have included copies of mediation structures and maps in the Appendices both as a reference and as ready tools.

Implications

The literature review implied that there isn't enough information available in the area of "Broadcast News Production" as a mediation for Bilingual Education. However, there are television and Broadcast News Production textbooks in many languages available, but this doesn't mean that they meet Bilingual Education curriculum criteria. Availability of textbooks in a variety of languages means that a strong curricular organization effort could produce curricular textbooks to meet the needs of Bilingual Education in any language.

The organizational goal to meet sociocultural theorist's point of view concerning the biliteracy ZPD-ZAD cycle is to create a socialization experience that meet both socioculturist theory and student biliteracy needs. The socialization of any curriculum could be organized to meet the needs of sociocultural theorists, but "Broadcast

News Production" in the context of meeting biliteracy expectations is unique because it demands both sociocultural and biliteracy mediation. It is a "ready curricular vehicle" for transitioning literacy into Bilingual Education at any grade level.

Recommendations

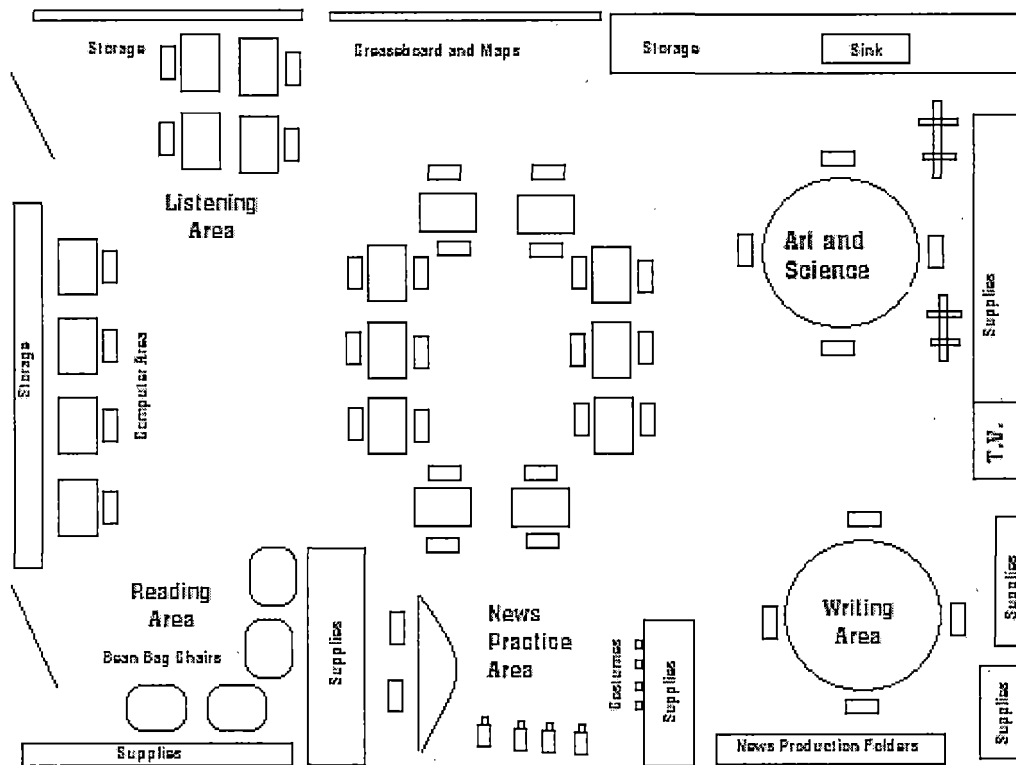
I think that this project has revealed that there are engaging activities available for biliteracy programs required by U.S. Federal NCLB legislation (Crawford, 2004) and "Broadcast News Production" is one of those engaging activities. With the right perspective of integrating, not replacing, existing curriculum research projects with classroom management methodology and mediation structures, that "Broadcast News Production" can be an enthusiastic alternative for Bilingual Education teachers and students.

Berg's (1996) "Classroom Closeups" video production paperback is a good example filled with lesson plans that could be augmented with mediation structures to meet the needs of Bilingual Education programs. The "Broadcast News Process" textbook (Shook, Lattimore, Redmond, 1996) could also be augmented to meet Bilingual Education with the addition of mediation structures but only in the context of teaching "Broadcast News Production". That would mean

including Bilingual Education program rationale, and the sociocultural theorist perspective needs to be an addendum to any available textbook that is out of context with Bilingual Education, because the teacher needs rationale along with directions to implement the mediation structures. There isn't any published applied research in the Bilingual Education area for "Broadcast News Production", so it is a topic that is available for further research.

APPENDIX A
MAP OF CLASSROOM WITH STUDY AREAS
ADAPTED FROM CHARLES HERBERT

MAP OF CLASSROOM WITH STUDY AREAS ADAPTED FROM CHARLES HERBERT.

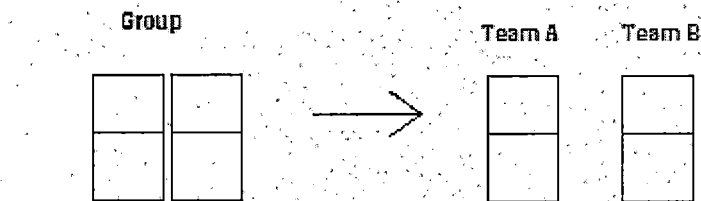


Classroom layout adapted for Broadcast News Production for Bilingual Education from Charles H. Herbert, Ph. D. (1973) Creative Bilingual Language Development. Chess Associates, Inc., San Bernardino, CA 92401 Design adaptation by Kristina Fabricius.

APPENDIX B

DIAGRAM OF NEWS PRODUCTION GROUPS AND TEAMS

DIAGRAM OF NEWS PRODUCTION GROUPS AND TEAMS.



LEGEND

 = one student

The classroom will have 20 to 32 students.

The students divide into 5 to 8 groups with 4 students in each group.

Each production group divides into two teams with 2 students on each team. •

Team A: Scriptwriters

Team B: Deliver News Script to the audience

• Groups switch teams with each new production project

Diagram of News Production Classroom Groups and Teams for News Broadcast (2007)
designed for Bilingual Education. Designed by Kristina Fabricius, 2007.

APPENDIX C

MEDIATION STRUCTURE: KINDERGARTEN THROUGH
5TH GRADE STORY WHEEL

MEDIATION STRUCTURE: KINDERGARTEN THROUGH 5TH
GRADE STORY WHEEL (PAIR WITH K-5 CURRENT
EVENTS CURRICULUM WHEEL).

Name: (Nombre) () _____

MY STORY WHEEL

(Mi Rueda de Cuentos)

()

3. WHERE

(¿donde?)

()?

WHEN 4.

(¿cuando?)

()?

2. WHAT

(¿que?)

()?

HOW 5.

(¿como?)

()?

1. WHO

(¿quien?)

()?

WHY 6.

(¿por? ¿que?)

()?

Grades Kindergarten through 5th Grade "Story Wheel" (2007) designed as an educational mediation structure for Bilingual Education. Designed by Kristina Fabricius.

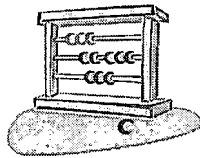
APPENDIX D

MEDIATION STRUCTURE; KINDERGARTEN THROUGH
GRADE 5 CURRENT EVENTS CURRICULUM WHEEL

MEDIATION STRUCTURE; KINDERGARTEN THROUGH GRADE 5
CURRENT EVENTS CURRICULUM WHEEL (OVERHEAD
TRANSPARENCY OR PAIR WITH "K-5 STORY WHEEL).



PHONICS
(LETRAS Y SONIDOS)
()



MATH
(MATEMATICAS)
()



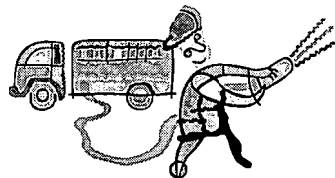
ART: DRAWING, COLORING
(ARTE)
()



WRITING/PENMANSHIP
(ESCRIBIR)
()



SCIENCE
(CIENCIA)
()



SOCIAL STUDIES/CITIZENSHIP
(ESTUDIOS SOCIALES/CIUDANIA)
()

Kindergarten through Grade 5 "Current Events Curriculum Wheel"(2007) with Microsoft© generic "clip-art", designed for use as a mediation structure for Bilingual Education. (for use as an overhead transparency or alone with "K-5 Story Wheel"). Designed by Kristina Fabricius.

APPENDIX E

MEDIATION STRUCTURE; GRADES K-12 "GENERIC

FOUR PARAGRAPH SCRIPT ROUGH DRAFT"

MEDIAITON STRUCTURE; GRADES K-12 "GENERIC FOUR
PARAGRAPH SCRIPT ROUGH DRAFT.

NAME _____
(NOMBRE) (_____)

WHO? (¿QUIEN LO HIZO?) (_____?)

WHAT? (¿QUE OCCURIÓ?) (_____?)

WHERE? (¿DONDE OCCURIÓ?) (_____?)

WHEN? (¿CUANDO OCCURIÓ?) (_____?)

HOW? (¿COMO OCCURIÓ?) (_____?)

WHY? (¿POR QUE OCCURIÓ?) (_____?)

"Four Paragraph News Report Script Rough Draft"(2007) designed as an educational
mediation structure for Bilingual Education. Designed by Kristina Fabricius.

APPENDIX F

MEDIATION STRUCTURE; GRADES K-12 "GENERIC

FINAL COPY STORYBOARD SCRIPT"

APPENDIX G
MEDIATION STRUCTURE; GRADES 6-12 SECONDARY
EDUCATION COVERSHEET RUBRIC

MEDIATION STRUCTURE; GRADES 6-12 SECONDARY EDUCATION COVERSHEET RUBRIC.

Current Events	Documentary	Biography	Business	Politics	Science	Religion	Literature	Review	Travel	Fine Arts
Local										
National										
Global										
Astonomic										
Weather										
Local										
National										
Global										
Astonomic										
Sports										
Local										
National										
Global										
Astonomic										
Feature										
Local										
National										
Global										
Astonomic										
Editorial										
Local										
National										
Global										
Astonomic										
Advertising										
Local										
National										
Global										

Secondary Education Rubric (2007) designed for use as an educational mediation structure for Bilingual Education. (for use as a brainstorm tool to develop script topics and as a project coversheet) Designed by Kristina Fabricius.

APPENDIX H
SECONDARY EDUCATION "FEATURE STORY
DEVELOPMENT TREE"

SECONDARY EDUCATION "FEATURE STORY DEVELOPMENT TREE"
(overhead transparency)

- [] WEDDINGS (Bodas) (_____)
- [] SCIENCE (Ciencia) (_____)
- [] RELIGION (Religion) (_____)
- [] TRAVEL (Viajes) (_____)
- [] FASHION (Moda) (_____)
- [] CULINARY ARTS (Arte Culinaria) (_____)
- [] POLITICS (Politico) (_____)
- [] LITERATURE REVIEW (Revisa de Literatura) (_____)
- [] ART (Arte) (_____)
- [] DOCUMENTARY (Documentario) (_____)
- [] STATE DEPARTMENT (
 - [] BIOGRAPHY
 - [] ARMED FORCES
 - [] AUTOBIOGRAPH

Secondary Education "Feature Story Development" Curriculum Tree (2007) designed for use as a mediation structure for Bilingual Education. (to be used to brainstorm feature stories)
Designed by Kristina Fabricius.

APPENDIX I

MEDIATION STRUCTURE: "VOCABULARY DEFINITION"

FOR BILINGUAL EDUCATION

**MEDIATION STRUCTURE: "VOCABULARY DEFINITION"
FOR BILINGUAL EDUCATION**

Bilingual Vocabulary List
Vocabulario Biligue
()

Word
Palabra
()

Word
Palabra
()

(2nd language) _____ (2nd language) _____

Definition
Definición
()

Definition
Definición
()

Word
Palabra
()

Word
Palabra
()

(2nd language) _____ (2nd language) _____

Definition
Definición
()

Definition
Definición
()

Bilingual Vocabulary Word List (2007) designed for use as an educational mediation structure for Bilingual Education. Design by Kristina Fabricius.

APPENDIX J

VOCABULARY WORD WALL POSTER DIAGRAM

VOCABULARY WORD WALL POSTER DIAGRAM

Broadcast News Word Wall Poster

Script Writer's

Storyboarder's Vocabulary

(Examples)

(lead-in)

(location shoot)

[illegible]

Broadcast News Word Wall Poster (2007) is designed for use as an educational mediation structure for Bilingual Education. Designed by Kristina Fabricius

APPENDIX K
BROADCAST NEWS "PRODUCTION STEPS CHECKLIST"

BROADCAST NEWS "PRODUCTION STEPS CHECKLIST"

- [] _____ 1. Meet with News Broadcast Production Group and select Teams:
 - a. Team A writes the script into English
 - b. Team B writes the storyboard and practices script delivery.
- [] _____ 2. Both teams fill out "Story Wheel" and Four Paragraph detail" paragraphs.
- [] _____ 3 a. Team A write script in English.
- [] _____ b. Team B write storyboard and practice delivery.
- [] _____ 4. Both teams meet to write final "Storyboard Script" in English with storyboard illustrations showing examples of reporter delivery and location shoots.
- [] _____ 5. Both teams schedule the delivery calendar date.
- [] _____ 6. Both teams practice their script and video tape it if they are using video.
- [] _____ 7. Team B delivers the News Report live for the class or both teams show their video tape to the class.
- [] _____ 8. Finished folders get placed in the "Closed Production" folder file.

Broadcast News "Production Steps Checklist" (2007) designed as an educational mediation structure for Bilingual Education. Designed by Kristina Fabricius.

REFERENCES

- Amatuzzi, Joseph Ralph. (1983) Television and the School. R&E Publishers, Saratoga, CA
- Baker, Colin. (2003) Foundations of Education and Bilingualism. Multilingual Matters LTD. New York, N.Y.
- Berg, Brian. (1996) Classroom close-ups: A guide to using video technology in the Classroom. Good Apple, Simon and Shuster, Parsippany, N.J.
- Bitter, Gary G. Pierson, Melissa E. 2002. Using Technology in the Classroom. Allyn & Bacon, Boston, MA. p.24-25
- Carlson, Gigi; Crowther, Judith. 2004. Moviemaking for the Language Acquisition Classroom. Technology & Learning. Vol.24, Issue 9; p.8.
- Cassirer, Henry R. (1962) Television Teaching Today. UNESCO. France.
- Chang, Kuan-Yi Rose. 1998. What Every Teacher Needs to Know About Multimedia in Foreign Language Acquisition. Media & Methods. Vol.34, Issue 3; p.12-14.
- Clarkson, Kenneth. Miller, Roger Leroy. West's Business Law. Southwestern Law College. Anaheim, California
- Costello, Lawrence. Gordon, George. (1961) Teach with Television. Hastings House Publishers, New York.
- Crawford, James. (2004) Educating English Learners. Bilingual Education Services, Inc. Los Angeles, CA.
- Davidson, Hall. 2004. Meaningful Digital Video for Every Classroom. Technology & Learning. Vol. 24, Issue 9; p.10.
- Dudek, Lee J. (1982) Professional Broadcast Announcing. Allyn & Bacon Inc. Boston, MA
- Erpelding, Joe. 2003. The Video Production Class: Tech Teams at Work. Media & Methods. Vol. , Issue ; p.14-15.

- Garvey, Daniel E. Rivers, William, L. (1982) Broadcast Writing. Longman Inc. White Plains, N.Y.
- Genesee, Fred. Lindholm-Leary, Kathryn. Saunders, William M. Christian, Donna. Educating English Language Learners; A Synthesis of Research Evidence. Cambridge University Press. New York, N.Y.
- Gross, Lynne Schafer. (1983) Telecommunications: An Introduction to Radio, Television and Developing Media. Wm. C. Brown Co., Dubuque, Iowa.
- Herbert, Charles H. Ph.D. (1973) Organizing a Bilingual Small Group Learning Classroom. Chess & Associates, Inc.; San Bernardino, CA
- Hyun, Eunsok. 2005. A Study of 5- to 6- year-old Children's Peer Dynamics and Dialectical Learning in a Computer-Based Technology-rich Classroom Environment. Computers & Education. Vol.44, Issue 1; p.69-91.
- Kozulin, Alex. 2004. Psychological Tools and Mediated Learning. Vygotsky's Educational Theory in Cultural Context. Cambridge University Press, New York, N.Y. p.15-38
- Lessow-Hurley, Judith. (2000) The Foundations of Dual Language Instruction. Longman, Inc. Publisher. Reading, MA.
- Loeterman, Mardi. Kelly, Ronald R. 1997. Using Video and Captioning to Engage Students. Media & Methods. Vol. 34, Issue 2; p.10-12.
- Marshall, Wes. (1974) Fiesta, Minority Television Programming. University of Arizona Press, Tucson, AZ.
- McKlean, Martie. Miller, Susan. 1997. Supporting Video Stills into Computer Documents. Media & Methods. Vol. 34, Issue 1; p.12.
- Peregoy, Suzanne F. Boyle, Owen F. Reading, Writing and Learning in ESL; A Resource Book for K-12 Teachers. Pearson Education, Allyn and Bacon. Boston, MA 02116
- Sanderson, Paul. (1999) Using Newspapers in the Classroom. Cambridge University Press Syndicate, Cambridge, U.K.

- Shook, Frederick. Lattimore, Dan. Redmond, James. (1996) The Broadcast News Process. Morton Publishing Company. Englewood, Colorado.
- Short, Rodney. Dickerson, Bev. (1980) The Newspaper; An Alternative Textbook. David Lake Publishers, Belmont, CA
- Swain, Dwight. (1981) Scripting for Video & Audiovisual Media. Focal Press. Boston, MA
- Thompkins, Gail E. 2003. Literacy for the 21st Century. Merrill Prentice Hall, Columbus, Ohio.
- Thurston, Allen. 2004. Promoting Multicultural Education in the Primary Classroom; Broadband Videoconferencing Facilities and Digital Video. Computers & Education. Vol.43, Issue 2; p.165-177.